



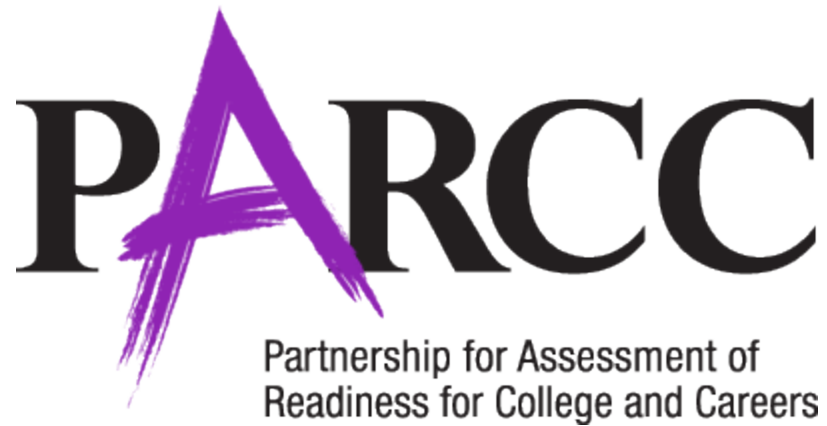
Statewide PARCC Campus Leadership Team Meeting

June 12, 2012



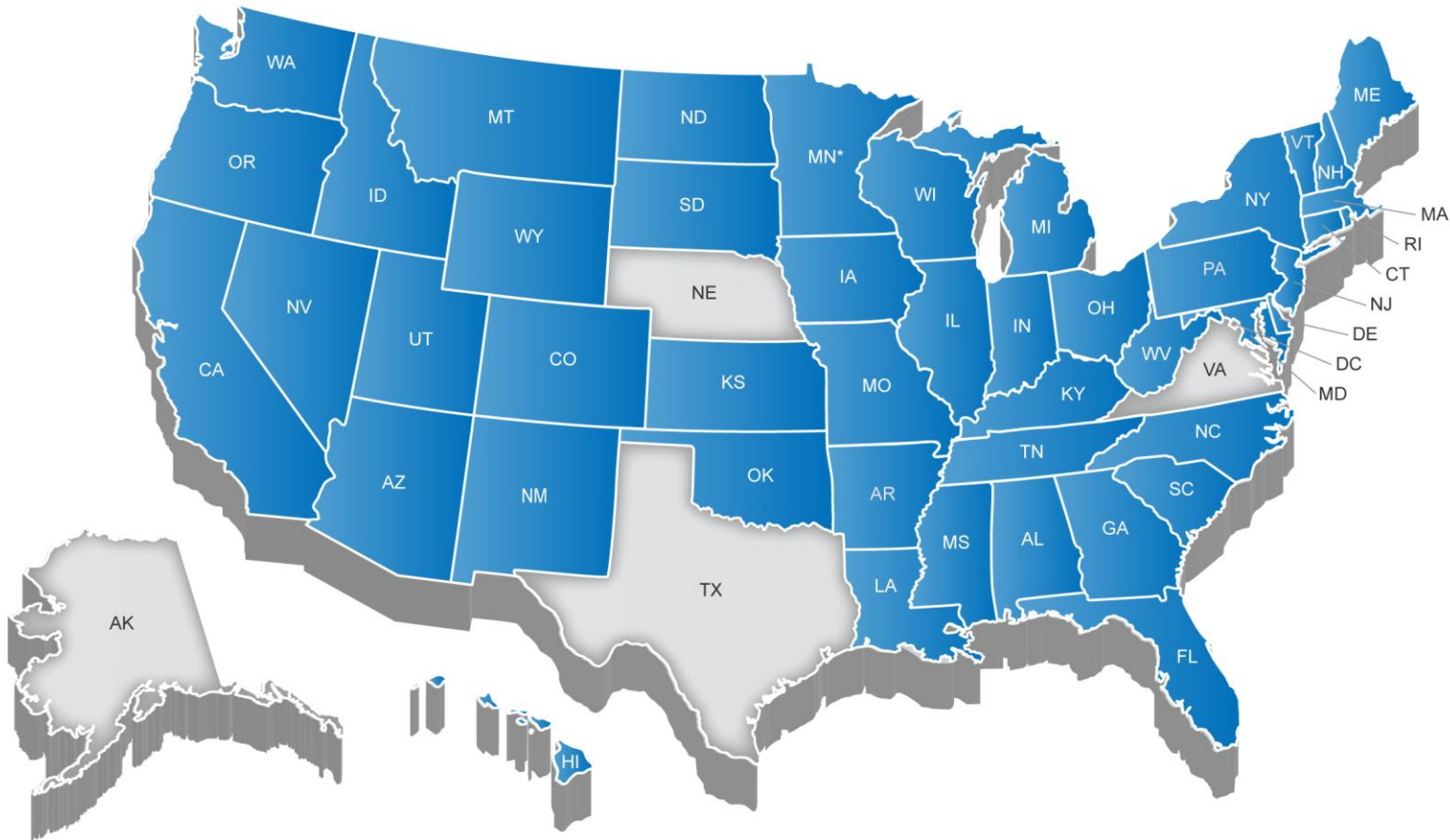
WELCOME AND MEETING OBJECTIVES

- To identify statewide critical core competencies for high school students to demonstrate in English and mathematics for future integration into a statewide definition for college readiness.
- To identify campus needs and future activities for campuses to successfully address the PARCC, Compass, & CCSS goals, outcomes, and deliverables in the 2012-13 State and Campus Project Management Plans.



UPDATE

46 States + DC Have Adopted the Common Core State Standards



***Minnesota adopted the CCSS in ELA/literacy only**



Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:

- 12th-grade bridge courses
- PD for educators

K-2

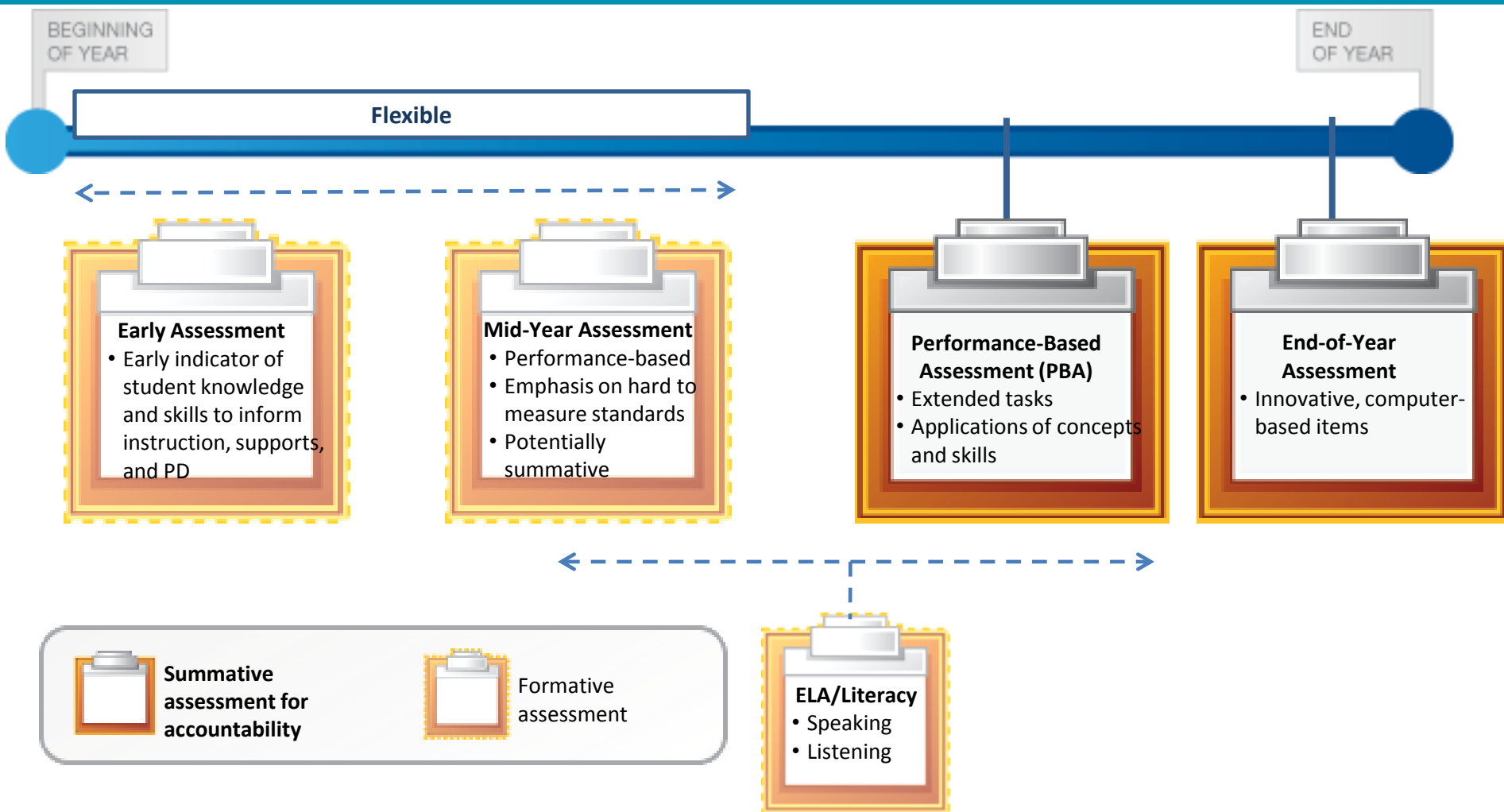
3-8

High School

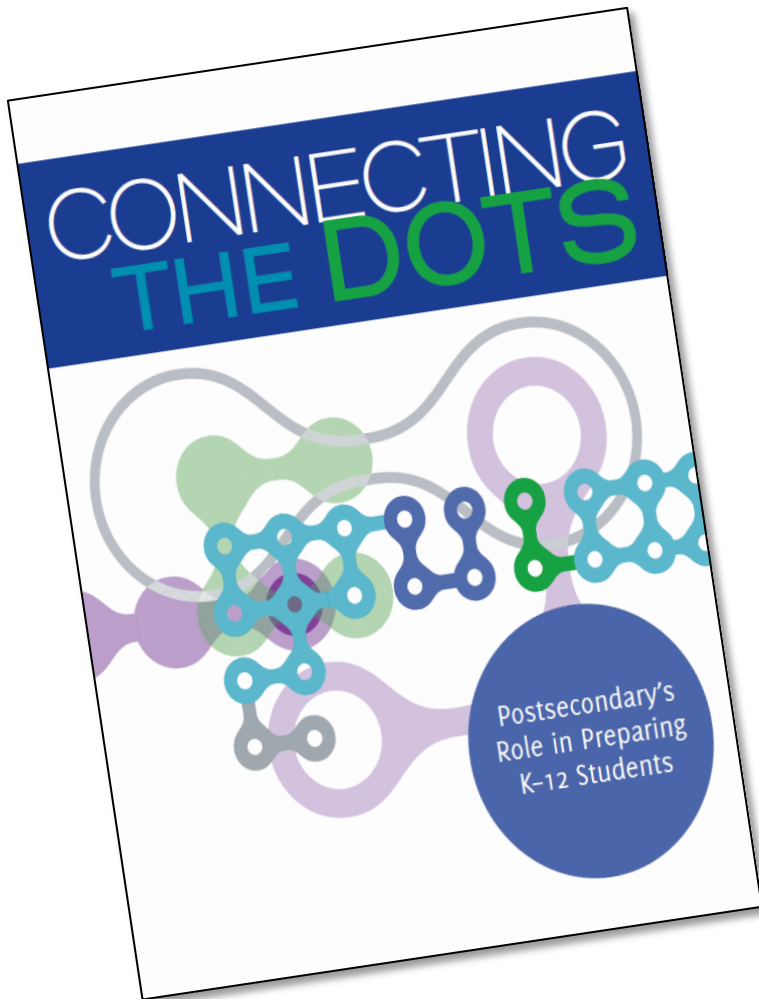
SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

High-Quality PARCC Assessments



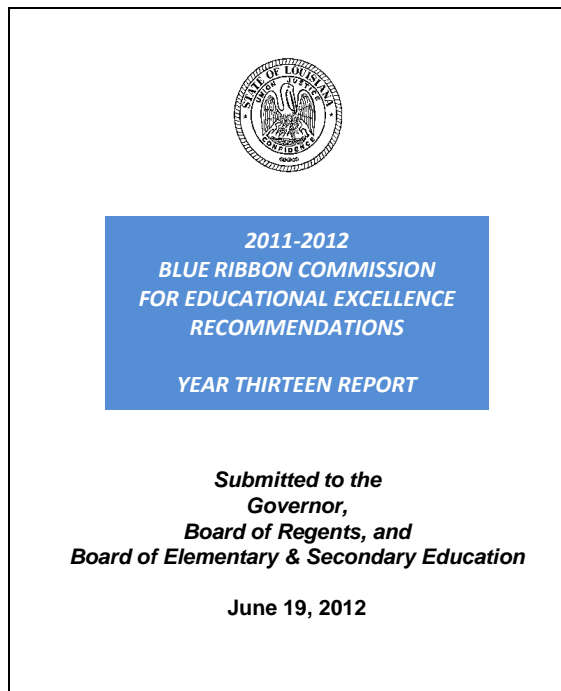
New Document for Higher Education



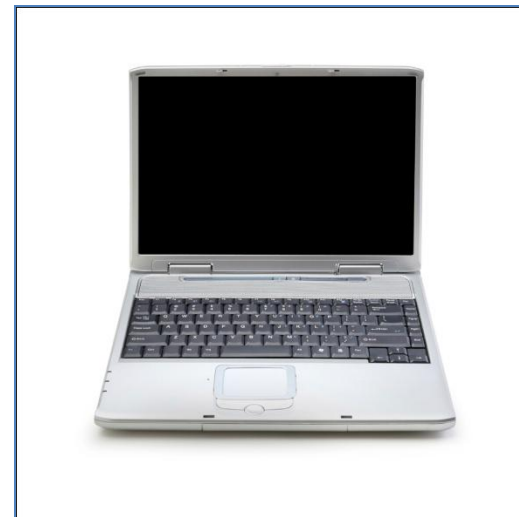
- Leveraging the Opportunity for Change
- Examples of State Strategies
- A Call to Action



Coming Soon!!!!



“One Stop Shop” For CCSS, Compass, & PARCC Resources



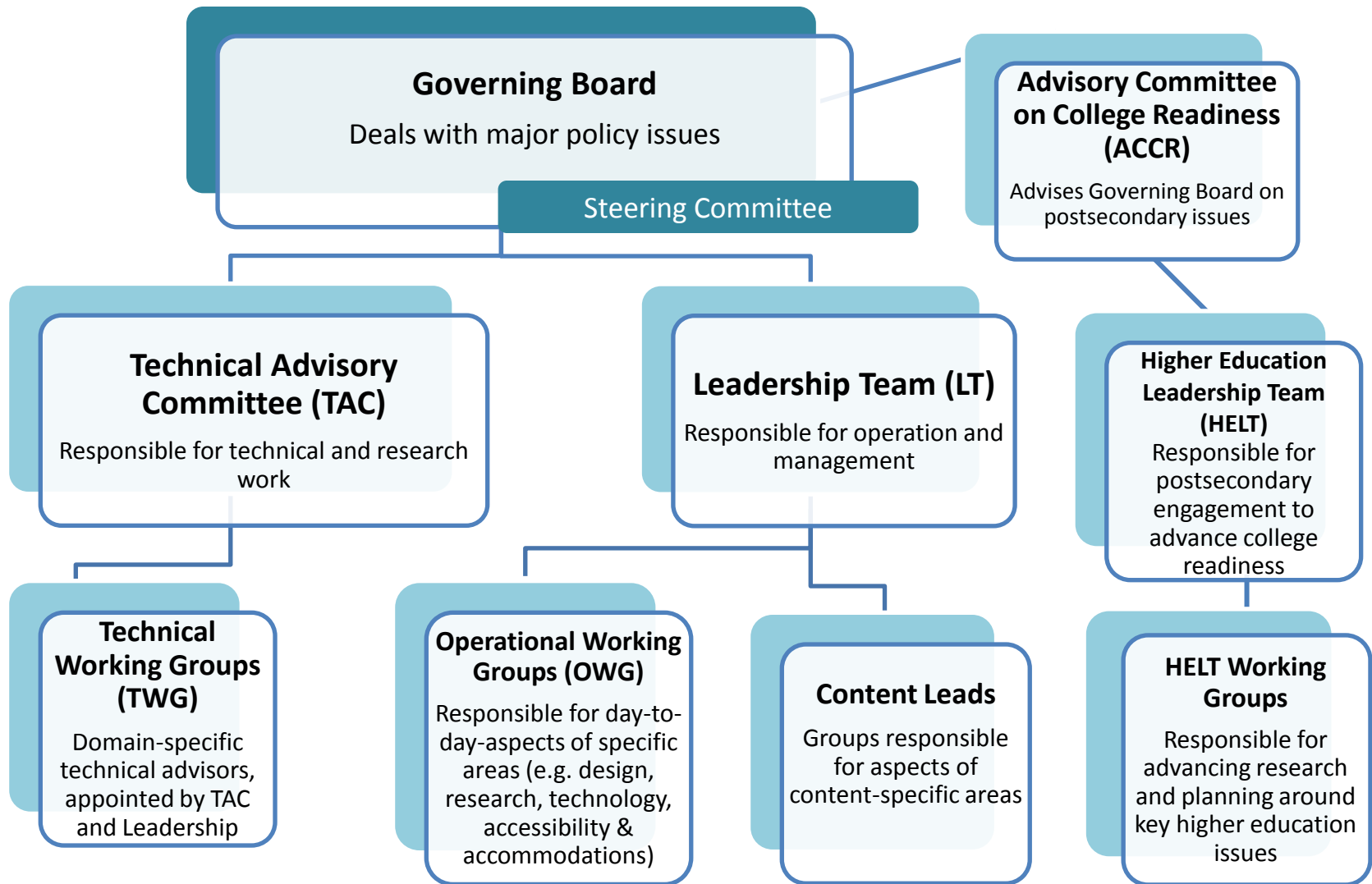
One Click



Louisiana – Higher Education Involvement in 2011-12

- PARCC Leadership Summit – Chancellors (August 2011)
- PARCC Leadership Forum – 4-year colleges (September 2011)
- PARCC Leadership Team Meeting – 2-year colleges (March 2011)
- State & Campus Project Management Plans & Core to College Subgrants
- Math & English Matrices and Critical Core Competencies

New Updates: PARCC Governance





Instructional Supports and Tools

Model Content Frameworks

- Support implementation of the CCSS; support development of assessment blueprints; provide guidance to state, district- and school-level curriculum leaders in the development of aligned instructional materials
- Released November 9, 2011
www.parcconline.org/parcc-content-frameworks

Model Instructional Units

- Provide educators with examples of ways to implement the CCSS in the classroom; allow for the development and sharing of ideas for instructional implementation of the CCSS; encourage development of additional PARCC tools
- Expected Spring 2013



Supports and Tools (*continued*)

Item and Task Prototypes

- Develop models of innovative, online-delivered items and rich performance tasks proposed for use in the PARCC assessments.
- Expected Summer 2012

Partnership Resource Center

- One-stop shop for PARCC resources; provide an online warehouse for all PARCC tools and resources as well as other instructional material being developed by PARCC states and districts and national organizations
- Expected Spring 2013

Professional Development Modules

- Develop professional development modules focused on assessments to help teachers, school and district leaders, and testing coordinators understand the new assessment system and use of the data
- Expected Fall 2013



K-12 Engagement

Educator Leader Cadres

- Develop expertise on the CCSS and PARCC; develop state and peer leaders; build and expand the number of educators who understand and feel ownership for implementing the CCSS and PARCC Assessments
- State teams of K-12 teachers, school and district leaders, local and state curriculum directors, and postsecondary representatives
- Annual meetings beginning in Summer 2012



Postsecondary Engagement

Post- secondary Engagement

- **Collaborate** on design parameters
- **Identify** college-ready core competencies in ELA and mathematics in the CCSS
- **Develop** college ready cut scores based upon research and validation
- **Create** better alignment of high school curricula with first-year college courses
- **Develop** “bridge courses” and **explore** dual enrollment policies
- **Target** college readiness supports to help students make the transition from high school to postsecondary institutions
- Ongoing



Postsecondary Tools

College- Ready Tools

- Develop a set of college readiness tools aligned to the CCSS and PARCC assessments; strengthen alignment between K-12 and postsecondary; prepare students for postsecondary opportunities
- Expected Summer 2014

PARCC Timeline Through 2011-12

PARCC Tools & Resources

Model Content Frameworks released
(Nov 2011)

Educator Leader Cadres launched

Item & task prototypes released

Fall 2011

Winter 2012

Spring 2012

Summer 2012

Fall 2012

Item development begins

Updated Model Content Frameworks Released

PARCC Assessment Implementation

Timeline Through First PARCC Administration in 2014-2015

PARCC Tools & Resources

Partnership
Resource
Center
launched

Professional
development
modules
released

K-2 Formative
Tools Released

College-ready
tools released

Diagnostic
assessments
released

Summative PARCC
Assessments

Spring
2013

Summer
2013

Fall
2013

Winter
2014

Spring
2014

Summer
2014

Fall
2014

Winter
2015

Spring
2015

Pilot/field
testing
begins

Model
Instructional
Units Released

Expanded field
testing of
diagnostic
assessment

Expanded
field testing

Optional Diagnostic
and Midyear PARCC
Assessments

Standard
Setting in
Summer 2015

PARCC Assessment Implementation



PARCC Performance Levels

The following information is currently under development and will undergo some changes before being made available to the PARCC Governing Board and the public for feedback.

The following information is to be used to help guide discussions during the June 12, 2012 PARCC Campus Leadership Team Meeting. It should not be widely distributed for some of the content will change.

Campuses will have opportunities to discuss a revised version of the following information during July, August, and September 2012



PARCC College-Ready Determinations (DRAFT)

- Definition of College-Ready
 - Prepared to enter directly into and succeed in entry-level, credit-bearing courses at two- and four-year institutions of higher education
 - English: English Literature and Composition
 - Mathematics: College Algebra and Introductory College Statistics
- Benefit
 - Exempt from developmental courses



PARCC College-Ready Determinations (DRAFT)

- Criteria Used for College Ready Determinations
 - Achieve a score of 4 or 5 on the designated PARCC High School Mathematics assessment
 - Achieve a score of 4 or 5 on the designated PARCC High School English assessment
- Maintaining a College-Ready Determination
 - Continue to enroll in courses in those content areas each year until graduation from high school
 - Valid for a period not to exceed 16 months after student graduates from high school



Clarification of Terms (DRAFT)


- Academically Prepared
 - PARCC assessments are designed to provide information about a student's **academic preparedness for college only**. PARCC's College-Ready Determination does not make any claims about a student's financial, emotional, behavioral, physical, or other status, all of which may also contribute to a student's preparedness for college.
- Success in entry-level, credit-bearing courses
 - To succeed means to earn at least a grade of **B (3.0)** in a course



Definition of Terms (DRAFT)

- **Performance Levels:** Numerical scaled scores for each performance level – scores for PARCC performance levels will be determined through a systematic, standards-setting process in the summer of 2015
- **Policy Claims:** Educational consequences for students at each level
- **General Content Claims:** Describes in broad terms the knowledge, skills, and practices for each performance level.
- **Grade/Course-Specific Content Claims:** Describes specific knowledge, skills, and practices at a given performance level/course and grade level

Which term describes Louisiana's Critical Core Competencies?



Five Performance Levels on New PARCC Assessments (Draft)



Performance Level 5 (DRAFT) (College Ready Determination)

- **Performance:** Demonstrates **superior command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- **Policy Claims:** High School - **highly likely** to be academically prepared; Grades 3-8 – **very well** prepared.
- **General Content Claims:** Same broad terms at varying proficiency levels.
- **Grade/Course-Specific Content Claims:** To be determined.



Performance Level 4 (DRAFT) (College Ready Determination)

- **Performance:** Demonstrates a solid command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- **Policy Claims:** High School - likely to be academically prepared; Grades 3-8 – well prepared.
- **General Content Claims:** Same broad terms at varying proficiency levels.
- **Grade/Course-Specific Content Claims:** To be determined.



Performance Level 3 (DRAFT)

- **Performance:** Demonstrates a partial command of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- **Policy Claims:** High School - may be academically prepared; Grades 3-8 – may need targeted support.
- **General Content Claims:** Same broad terms at varying proficiency levels.
- **Grade/Course-Specific Content Claims:** To be determined.



Performance Level 2 (DRAFT)

- **Performance:** Demonstrates **a limited command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- **Policy Claims:** High School - **are not yet** academically prepared; Grades 3-8 - **will need targeted support.**
- **General Content Claims:** Same broad terms at varying proficiency levels
- **Grade/Course-Specific Content Claims:** To be determined



Performance Level 1 (DRAFT)

- **Performance:** Demonstrates **a very limited command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.
- **Policy Claims:** High School – **are not yet** academically prepared; Grades 3-8 - **will need intensive assistance.**
- **General Content Claims:** Same broad terms at varying proficiency levels.
- **Grade/Course-Specific Content Claims:** To be determined.



Activity #1: Directions for Cross Team Small Group Discussion

- Split the team and have $\frac{1}{2}$ remain in the large meeting room to discuss English critical core competencies and $\frac{1}{2}$ go to breakout room to discuss mathematics critical core competencies.
- Have team members sit at separate tables in the meeting rooms and have each table identify a recorder.
- Part 1: At each table, use the new information about Performance Levels and critical core competencies to:
 - Discuss the critical core competencies identified by PARCC team members and reach consensus on the 10 statewide most critical core competencies for high school students to demonstrate to be successful in College Algebra or English I.
 - Record the 10 critical core competencies identified by the small group on the goldenrod sheet and submit it to the facilitators at the conclusion of the Small Group Discussion.



Directions for Cross Team Small Group Discussion (Cont'd.)

- Part 2: If time is available, do the following:
 - Examine the examples of evidence provided by the PARCC team members, and identify how the evidence on a PARCC assessment would need to differ for each of the 10 statewide critical core competencies in order for a high school student to perform at a Level 5 as compared to a Level 4.
 - Record the types of evidence for Level 5 and Level 4 on the goldenrod sheet for each of the 10 statewide critical core competencies and submit it to the facilitators at the conclusion of the Small Group Discussion.



Activity #2: Directions for PARCC Campus Leadership Team Discussion

- Have team members sit together as PARCC Campus Leadership Teams.
- Discuss the following questions and identify a recorder to write one set of responses to submit to the facilitators.
 - What do PARCC Campus Leadership Teams need to assist them in addressing the goals, outcomes, and deliverables in the State/Campus Project Management Plans?
 - What new activities should PARCC Campus Leadership Teams address during 2012-13 for campuses to be prepared to successfully address the Common Core State Standards, Compass, and PARCC by 2014?
 - What will be the best approach (e.g., State Webinar; statewide meeting, etc.) for the State to use to inform campuses about the revised PARCC Performance Levels and obtain input from campuses about the levels during July, August, and September 2012?



Activity #2: Identification of Campus Needs and New Activities for 2012-13

- STATE/CAMPUS PROJECT MANAGEMENT PLAN DELIVERABLES
 - Examples of New Activities:
 - Provide input on Performance Levels (Summer 2012).
 - Provide evidence that realigned curriculum prepares new teachers to help students demonstrate success on performance-based assessment items.
 - Identify critical core competencies for Introductory Statistics and other entry-level mathematics courses.
 - Attain further input from high school teachers and faculty regarding the statewide critical core competencies.
 - Example of Continuing Activities
 - Align teacher preparation curriculum to CCSS/PARCC



LARGE GROUP FEEDBACK ON NEEDS AND 2012-13 ACTIVITIES



CLOSING AND EVALUATION

Sign up for PARCC Place Newsletter and Updates
at www.parcconline.org